DOCUMENT RESUME

ED 342 501 PS 020 377

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TITLE Establishing Staff Training for Identifying Learning Styles in the Preschool Setting.
PUB DATE 91
NOTE 74p.; Master's Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Cognitive Style; *Communication Skills; Discipline; *Learning Modalities; *Lesson Plans; Nursery Schools; *Parent Teacher Cooperation; Preschool Children; Preschool Curriculum; Preschool Education; Student Behavior; Teacher Education; *Teacher Workshops; Training Methods

ABSTRACT

A practicum involved the design and implementation of a 10-week workshop that acquainted the staff of a nursery school with information about learning styles in the preschool. It was determined that because of a lack of information about learning styles, teachers and staff lacked the skills and confidence needed to apply learning style theory to their lesson plans, instruction, and communication with parents. The workshop series consisted of sessions on behavior styles, modality and hemisphere dominance, discipline, and parent communication. The series involved staff in the process of identifying students' learning styles, updating forms used at the school, and modifying teaching styles to blend with the learning styles of students. Results of the practicum were positive. Evaluations of the workshops by staff members indicated that they gained a good perspective on learning style and the effects of learning style on the daily process at preschool. Staff surveys indicated improved understanding of learning style and a willingness to use this understanding in the classroom. Included in this document are suggestions for implementation of future projects and a review of the literature on learning style. Appended are 33 references and related materials. (Author/GLR)

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Establishing staff training for identifying learning styles in the preschool setting.

by

S. Jane Owens

Cohort #41

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A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1991

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Date 5/91 Signature S. Jane Owens

Abstract

Establishing Staff Training for Identifying Learning Styles in the Preschool Setting. Owens, S. Jane, 1991: Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Learning Style / Behavioral Style / Preschool Children / Child Development / Early Childhood Education / Cognitive Style / Teacher Education / Personality / Preschool Education / Teacher Influence / Preschool Curriculum / Discipline / Individual Needs / Home School Communication.

Because of lack of information in the subject area teachers and staff members lacked the skills and confidence to use learning styles in their lesson planning, teaching, and communicating with parents.

The author designed and implemented a workshop series which acquainted staff members with learning styles. The series provided staff with hands on action steps which involved them directly with the learning process. The workshop series consisted of four sessions: Behavioral Styles, Modality and Hemisphere Dominance, Discipline, and Parent Communication. The action steps involved the staff members in the process of identifying students learning styles, updating forms used at the school, and modifying their teaching styles to blend with the styles of their students. The staff gained a good perspective on style and how style affects the everyday process at preschool with co-workers, students, and parents.

Surveys indicated improved understanding of style and a willingness to continue using the information in the classroom. Related materials are appended. Objectives of the practicum were met, but input on possible changes for future implementaion is included.

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The staff of our nursery school participated in four workshops presented by S. Jane Owens. Action steps were assigned and implementation took place in a ten week period. The entire project was evaluated by the staff.

Practicum Title Establishing Staff Training for Identifying Learning Styles in the Preschool Setting

Student's Name S. Jane Owens

Cohort #41 Date May 3, 1991

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Chapter 1

BACKGROUND

The nursery school is located in a community with an approximate population of 5,500. One other preschool and a day care are located in the community. There are various home providers dispersed in the community. The community is near a major city. A low rate of unemployment exists in the area. Several small factories are located within the community. The surrounding area provides larger factories, much farming, a large shopping complex, colleges, and universities. Families are working and education is valued.

The nursery school was established by a Lutheran church in 1969 to serve children and their families in the community and neighboring areas. The school enrolls two and half, three, four and five year old children. There are two classes of four year olds, two classes of three year olds, one class of two and half year olds, and one class of five year olds. The five year olds meet three afternoons a week. The other classes meet mornings. A program of music experience is provided to each class for twenty minutes every week. There is a staff of seven. The capacity of the school is seventy-five children. Currently there are sixty children enrolled.

The program provides a developmentally appropriate (as described by The National Association for the Education of

Young Children, N.A.E.Y.C.) educational program. The teachers develop their own curriculum based on published curriculum information and materials. Weekly plans are made and turned in to the director. These plans are general in content. One staff meeting a month is held to discuss problems, upcoming programs or events and receive information from the director. Staff raise questions and ask for help during these meetings.

The Director's role in the nursery school is to provide long term planning, organization, and leadership. This involves keeping informed about factors in the environment that may affect the school, knowing board objectives so specific goals can be set, helping the staff set action steps to achieve goals, and evaluating the program. Other specific areas of responsibility include supervising the day to day operation of the school, curriculum planning, purchasing, hiring and staff training. The implementation of teacher plans, how they work, and how children react is important to this director. Currently, ways are being sought to impact "each child" rather that "the children."

The nursery school is governed by a board of directors. This board has given the writer the authority to administer and direct the school. Problem identification and understanding educational discrepancies and closing any gaps are within the writer's domain.

This writer's qualifications include a Bachelor of Science degree in Elementary Education plus graduate hours and

a permanent Pennsylvania state teaching certificate. Pertinent work experiences include four years of teaching first grade, two years of substitute teaching, four years as administrative assistant in a state office, two years as founder/director of a nursery school, and six years in the position of director/teacher held currently. This education and experience provides the writer a unique foundation to be used in problem solving.

Chapter 2

STUDY OF THE PROBLEM

Problem Statement

The discrepancy between what the preschool staff knew, understood, and was able to apply concerning learning style theory and what they would like to have known, understood, and applied about learning style theory comprised the basis of the challenge. The staff understood that there were learning styles. This information is noted in the staff survey shown in Appendix A. The staff did not specifically know what learning styles were or how to identify or use the information in an educational setting. This lack of expertise was noted in questions directed by staff to the writer. The staff was unable to identify learning styles and as a result, the planning and discipline used was for children in general. Increased knowledge of learning styles enabled the staff to individualize the planning for each child.

There were no provisions existing to train the staff in learning styles and therefore, no systematic, formal way of addressing the problem. The writer felt that preschool staff had an obligation to become better initial diagnosticians and more forceful advocates for the children they were coming in contact with. The application of learning style theory was one way to achieve this goal.

Documentation

A concern for understanding children's learning styles was first expressed to the writer after a brief introduction on styles was encountered by the staff at an inservice training in the fall of 1990. This initial questioning prompted a survey to see what the staff knew about style. The results of the survey found in Appendix A showed that additional information on styles and help in implementing this information would be of use to the staff. The survey showed that the staff did not have a clear understanding of modality. Four of seven staff were unclear about the effect of heredity on style. In the comment section of the survey two out of four teachers wanted to know if discipline could be improved by understanding style. All of the teachers wanted help applying style theory to the classroom situation.

In February of 1991 it was decided to take a closer look at types of discipline being used in the preschool classrooms. Types of discipline were identified by the staff and listed on a frequency chart. The chart was used for three twenty minute periods in each class to see what methods of discipline were being used by the staff most frequently. It was found that with three and four year olds feedback and praise were the most common forms of discipline. The frequency showed that in three twenty minute periods of observation of five

year olds that praise and encouragement were the most used methods. This information is illustrated in Appendix B.

The writer was questioned about solving problems when teachers identified specific children with social or learning behaviors that they did not understand. It was felt that style theory consideration could have been a factor in classroom problem solving. Teachers targeted children for help having a vague idea of the problem. The feeling was that understanding style might have been of value in understanding "specific" children's learning problems. In Appendix C there are referrals of children by staff. These referrals were given to the director and a decision was made to try to solve the problems within the center or to call on an outside professional. "Best guesses" based on educational understanding were used to help the staff and children. It was felt by the writer and the staff that a more formal way of identification and problem solving would have been of benefit.

The lesson plans teachers were preparing dealt with children in general and were based on themes. Specific children, discipline concerns or help for a child were not included. The types of plans teachers wrote can be found in Appendix D. A different format for lesson plan writing was desired.

Parents were given a developmental checklist that dealt with motor area, social skills and cognitive concerns. The

staff wanted to have a format to use with parents that would provide specific information about "their" child's learning style and behavior. The current checklists found in Appendix E did not include style as a component of the information shared with parents.

Analysis

A discrepancy existed for this particular staff between current knowlege of style and what staff would like to have known. There was a gap for them between education and the research that had taken place during the last twenty years. The learning style idea had been included in some textbooks during the time frame this group attended college. However, the direct application of learning style theory had not been made available in an easily understood format at that time. Learning style theory including behavioral/social, learning, right/left brain, and modality preference is now enjoying a revival. Educators and psychologists are doing more research in this area. There are numerous recent books and articles on the topic as noted in the reference and bibliography section. Learning style theory is now being related to education in a practical usable way.

Frame of Reference

The literature shows learning style, behavioral style, modality, and efficient use of the brain are all aspects involved with understanding the application of this idea. It is stated by Benjamin Bloom and others that development of a

child's basic personality structure and ability to relate to others takes place before the age of six. According to Williams (1981) there is a preferred style of learning a child may use. Thomas/Chess (1984) say people are born with a certain temperament. Neubauer (1990) states that a persons temperament is hereditary. The development of a style which involves character is a result of what develops when the person and the environment interact. Wepman (1974) states,

> "The modality concept of differential sensory-motor development -- the concept of preferential audile, visile tactile-kinesthetic learning typology -- while causally related to inherited factors is markedly effected by environmental conditioning and rewards for behavior which meets the wish and fulfillment mode of parents and teachers." p. 28

Wepman (1974) further states that, "...the most effective learning takes place when the interactive process (teaching) is one that is best suited to the individual student in terms of learning style." Reiff, as cited in Saracho (1984) suggests matching students learning preferences to the teaching style. Martin (1987) has developed a program to teach college classes on learning-teaching styles in order to improve the teaching of college student interns.

It is the belief of the writer that learning style, using this term in the broadest sense, is a valid concern for educators. The authors quoted above all show concern for the importance of learning style. It is important to use this information at an early stage of development. Teachers,parents and children can benefit by understanding learning style and

learning to understand each other by applying the information on style as it relates to social behavior and learning behavior.

Chapter 3

GOALS AND OBJECTIVES

The goal of this practicum was to plan a series of training sessions on learning style which included practical action steps to be used by the staff of a preschool when interacting with children, writing lesson plans, and interacting with parents. The practicum design took place over a period of ten weeks. Over this ten week period the staff:

1. Identified their understanding of learning styles from workshop information presented, by learning to define and list the styles discussed. This understanding was measured by retaking the original staff survey. The styles the staff can define and list are: dominance, influencing, cautiousness and steadiness.

2. Determined which children in their class learn by which style or modality. This was judged using Clair Cherry, et.al. checklist and the Performax Child's Profile.

3. Used learning style knowledge to plan for students with suspected adjustment or learning problems. This was measured by lesson plan statements. Referral forms were rewritten and when compared with earlier ones show increased use of "style" vocabulary.

4. Wrote lesson plans that identified plans for specific learning styles. The means of determining this was

a comparison of the lesson plans in Appendix D with new ones. Feedback on useability and preference was obtained verbally from the staff.

5. Prepared a plan of discipline for the students in the class based on an understanding of the child's behavioral style and how to relate to it. This was measured by the discipline frequency. It was hoped that the modification of adult behavior would be observed.

6. Communicated to parents the learning style of their child and gave ideas to use at home to enhance the child's style. An expanded parent checklist was developed. This checklist can be found in Appendix E. Feedback was obtained verbally from the parents.

Evaluation took place by reusing the designs used to document the problem. After each action step the previous instrument pertaining to that part of the plan was repeated. For example, after the behavioral/social workshop and action step, the survey (Appendix A) was repeated by the staff to see if understanding had improved. At each step, a feedback sheet was used to elicit staff personal feelings and their reaction to the material and the presenter.

Success was increased understanding of styles, and willingness by the staff to change their behavior to blend with students and other staff members. Success included the development of a different lesson planning instrument and an expanded parent communication checklist.

Chapter 4

SOLUTION STRATEGY

In a review of the literature it was found that learning style has three avenues of meaning. Learning style can refer to behavioral/social style of an individual as described by Geier (1967). Geier was concerned with individualizing learning and increasing self-awareness. Learning style can refer to an understanding of hemisphericity or the asymmetrical nature of the sides of the brain (Cherry 1989). Learning style can also refer to modality or using a preferred sense as a way to discover information (Wepman 1974).

In this plan all of these areas are considered important. This writer feels teachers and significant adults need to consider the "whole child" not just parts. In this case the "whole child" includes identifying the social/behavioral style, the preferred learning modality and the preferred side of the brain. It should be noted here that in considering the "whole child" teachers and significant adults need to be careful not to teach only to the preferred side. This view is shared by (Williams 1981) who says, "There is a preferred mode of learning a child may use, but this does not mean he can't learn in other ways effectively. Children need to acquire more than one mode of learning. However, the child should be helped to become an expert at his preferred mode.

Looking closer at social/behavioral styles it can be found that many types of instruments for determining these styles are available. The management consultants of today use Wilson learning, Myers - Briggs, Keirsey Temperament Sorter, Performax, etc. These instruments run from the quick and easy to the complex. For the purpose of this plan, the DISC or the Performax series will be used. This provides profiles for use with adults down to children age three years. There is a fee for this material that will be covered by the writer for the purpose of this study. Alternative ideas for funding will be shared in the follow on section.

Educators using social/behavioral styles in their research are Lundsteen and Williams. Lundsteen (1981 & 1985) used these descriptors for style: creative, acceptance/anxious undisciplined, and rigid/inhibited. Lundsteen took her definitions of learning style from Rosenberg (1968). Lundsteen wanted to explore at just how young an age the Rosenberg constructs could be utilized. It was found they were usable from 3.6 years of age to 5.5 years of age. The younger child being limited in scoring by his limited language skills (in the reading study, 1985). Lundsteen suggests interventions to bring the child along to the most productive style and the development of educational programs for parents and teachers regarding style. Williams (1981) describes Barbor and Louis Fischer's learning styles of children. Eleven styles are listed ranging from Incremental Learner

through Eclectic Learner. Williams describes six teaching styles also. He states that matching a child's style to a teaching style isn't always successful. Williams suggests it is better to teach the teacher skills through individual learning styles. In other words, it is better to know yourself and strive to understand others and how your style relates to them. This is what the writer hopes to accomplish.

According to Lee (1985) and Sarocha/Spodek (1984) teachers must be prepared with a good background in child development so they can combine this component with ethnicity and social environment in order to achieve a match with each child's learning style. The styles mentioned are relational and analytical. While these are important, the writer feels a system like DISC that uses a few more descriptors would serve current purposes better.

Mayberry (1981) and Thatcher et. al. (1987) discuss left-right brain function. Development of the brain is complex. Studies show, especially those of (Sperry, Gagganiga, Bogan,1969) that each side has unique functions. Due to the unique make up of each hemisphere, each side becomes more efficient in carrying out certain functions. The left brain being more analytical and logical and the right brain more intuitive or sensing. (Fadely and Hosler, 1979) say "given that hemispheric asymmetry appears to be a common variation among children, it would seem that curriculum which addresses individual learning styles should be investigated". Cherry,

Godwin, Staples, (1989) question if the left brain is always right, referring to teaching style. They purport that more attempts should be made by education to stimulate the right side of the brain. The work of Cherry, et.al. will be utilized to stimulate staff to think about the brain and how to pinpoint children's preferred side and how to stimulate a child's less dominate side.

Wepman (1974) discusses the modality choice of learners. Modality defined here as one of the main avenues of sensation as vision. Wepman relates possible faulty modality development as a cause of learning disabilities. He further states that early identification, at the preschool level if possible, is the key to successful intervention. Williams (1981) notes that a learning disability is defined as being due to a perceptual handicap as opposed to a learning problem which is primarily caused by emotional disturbances. This information is important to the preschool practitioner. Identifying learning disability early could make a big difference in later academic achievement if proper stimulation is undertaken. Having an idea of the difference between learning disability and learning problems could also provide the child with needed emotional help as well. Mann (1975) limits his discussion of modality to visile or audile type learners. Mann was concerned with finding an effective way of measuring modality preference. For the purpose of this report a broader view is desired as Wepman or Cherry, et.al.

who describe four modalities and give a checklist to determine which style the learner prefers.

Solution Implementation

The solution strategy chosen for implementation was a workshop training design. A series of four workshops was designed and presented by the writer, each dealt with one or two aspects of the defined objectives. During each workshop material was presented that described an action step for staff members. The staff was asked to try the action step in their classrooms with the students, share information with parents, or work on improving the format of forms. An evaluation sheet was completed by the staff after each workshop. The staff met at the end of the ten weeks to formally evaluate the workshops and action steps and to give the presenter feedback.

The first workshop presented was on the topic behavioral style. This was the first week of implementation. The writer researched behavioral style and style models. As mentioned before, there are several instruments available. The Personal Profile System by Performax was chosen for a variety of reasons. The Personal Profile System for adults is quickly administered and self-scored. It is said that people taking the Personal Profile System remember their style longer than other models (Jackson, 1991). One very important consideration for using this model was the fact that a Child's Profile is

also available. The Child's Profile is a nonverbal screening requiring the child to choose a picture rather than respond verbally. (Appendix F p.64) In the Child's Profile Manual it is stated that the Child's Profile can be used with children as young as age four. Lundsteen (1981) has stated that style models can be used as early as 3.6 years.

The Personal Profile System was explained and administered to the staff by the writer during the first hour of the workshop. Time was allowed for discussion and sharing styles as desired by the staff. There was much interaction and good-natured "kidding" as style types were determined. The styles defined in this profile were D, Dominance; I, Influencing; S, Steadfastness; and C, Compliance. The profile also provides information on classical patterns. There are 18 possible patterns. After the styles and patterns were determined, discussion was held on how the styles might interact with one another by understanding the styles and patterns of co-workers, students, family members, etc.

The second hour of the workshop was devoted to educational models of styles. Three of these models seemed especially suited to the preschool setting. Saracho/Spodek (1984) divide behavior into two styles and then relate the styles to education. The two styles in this model are field dependent learners and field independent learners. Field

dependent traits are similar to the I/S traits in the DISC model and field independent are similar to the D/C traits. Specific teacher traits are included for the field dependent and independent styles. (Saracho/Spodek, 1984)

Williams (1981) offers a broader range of styles to choose from. Williams also describes six teaching styles. He identifies basic learning needs of children.

The last educational style chosen for consideration here was from Rosenberg as found in (Lundsteen, 1985). Rosenberg feels a person's behavior is influenced by his interaction with the environment. Rosenberg explains the type of parental environment a child may face and explains how the classroom teacher can plan a helpful environment. It should be noted that the DISC profile information includes an environment plan for each style. These environment plans were called to the attention of staff members.

The staff was asked to take part in a four part action step: 1. Observe children in the classroom using the style information presented. (Time: ongoing) 2. Guess what styles the five target students in the class are, D,I,S, or C. (Appendix F p.64) (Time: Two weeks) 3. Send home parent permissions for the target group to take a Child's Profile. (Time: immediate) 4. Work on trying to modify teaching style to fit more students' styles in the class. (Time: Ongoing)

A bibliography on behavioral style was shared with the staff. (See the materials packet)

An evaluation form about the presentation and the presenter was filled in by the staff at the conclusion of the workshop.

As the permission slips for the Child's Profile were returned, the writer began to schedule the profile sessions. The Child's Profiles were scheduled from week three through week six of the implementation period. The writer profiled fifteen children, five from each age level to give the teachers an idea of the actual styles of some of the children. These children had been referred for extra consideration by the classroom teachers. (Appendix C p.46)

At the beginning of week number three a workshop dealing with modality and hemisphere dominance was presented. Learners have a sensory style and a style that is determined by which side of the brain rules a majority of the persons' body functions. Joseph Wepman (1974) says it is important to match instruction to a child's individual modality learning style. What are we doing at the preschool level? We should give experiences that matter and we should know what "styles" are part of each child's learning outlook to the best of our ability as education professionals. During the second part of this workshop hemisphere dominance was discussed. It was

pointed out that right brain, left brain should be used carefully. There are many different categories, nine psychological and seven physiological, to consider when deciding hemisphere dominance. (Cherry, 1989) A majority of the ideas presented here came from Cherry's book, "Is the Left Brain Always Right?".

The staff was asked to participate in a two part action step: 1. Determine the dominance of the five target children. 2. Try some activities described by Cherry for the "whole child". (Time: one month)

A bibliography was shared with the staff.

The staff completed an evaluation at the end of the workshop.

Workshop number three on discipline and planning was conducted during week number four. This workshop contained information from various sources such as, Webster, DISC, Williams, etc. on discipline. Discipline is eventually self-control. As education professionals a goal for us is to help children change their locus of control from the external to the internal. A teachers' plan can be an aid to discipline. During this workshop current lesson plans were considered against a script type plan (Webb, 1974) and a concept plan (Miles, 1985). Staff preferred the concept type plan.

The staff was asked to try a different lesson plan for one month. They were asked to include modality, behavior, social interaction and learning style. These lesson plans were collected at the end of the month. (Appendix D p.50) Referral forms were updated and lengthened to include the "style" vocabulary. (Appendix C p.46)

A bibliography was shared with the staff.

An evaluation sheet was completed by the staff members on the presentation.

During week number five a workshop on parent communication was presented. This workshop began with the staff breaking into discussion groups. One group discussing, "What is the responsibility of preschool staff to parents?" and another group discussing "How can the preschool staff share with parents?", "What should the staff share?". The ideas generated during the discussions were then shared.

The research showed that parents have styles, too. David Elkind describes some parenting styles in his book, "Miseducation: Preschoolers at Risk". Charles Silverman in The High Scope Report #4 discusses the interaction styles of parents and defines positive and negative interaction styles. According to the High Scope Report, programs dealing with young children have a responsibility to provide help for parents. The help should focus on the interaction between the

parent and child. Whatever is positive should be encouraged to aid in improved communication.

Current parent checklists, provided for children's skill levels, were discussed by staff. A question was posed to staff on the possibility of combining checklists for ages three, four, and five. This was decided against. The staff felt that current checklists were well suited to the age groups using them. It was decided to add a section dealing with behavioral/learning style, modality and hemisphere dominance. This information would be added to each age level checklist. (Appendix E p.59)

The action step for this workshop was for the staff to try the new checklist with the five target children's parents. This was not done since a new checklist was not designed. The presenter scheduled three parent meetings to share the results of the Child's Profile with each target group set of parents. These were well attended. Only two families did not respond. Feedback on the profile information was positive. Feedback was also obtained on the proposed change to the checklists. Parents felt that the more information they could obtain about their children the easier it would be for them to decide what type of help and guidance they could give the children. These meetings were held during week nine of implementation.

Continuation of style theory use in the classroom, writing lesson plans, and preparing for and talking with parents took place weeks six through nine. The discipline frequency that was done prior to implementation was repeated by the presenter. Even though the staff did not participate in the parent meetings, they gave input, and were aware of the information presented and were given feedback on parent ideas and comments.

At the end of week ten an evaluation meeting was held. A quick overview of each workshop was given and staff responded with verbal comments and then filled in a usefulness scale for each workshop. (Appendix G p.68) The staff turned in written information on a favorite and a not so favorite experience from the project. The staff took the style survey again. (Appendix A p.37)

The project design consisting of four workshops, staff action steps, and an evaluation session was appropriate for the preschool setting, inexpensive, and easily assembled and presented. For detailed information on each workshop, see the materials packet.

Chapter 5

RESULTS

Improved understanding of the human condition seems like a lofty goal, but it is one of the thoughts the writer entertained as a possible result of this project on style. There are many miscommunications, misunderstandings, and misperceptions that people must deal with at home and in the workplace. The preschool setting is no exception. In fact, what better place to begin an understanding of the human condition than in a child's first school. Learning together about style the teachers, students and parents can improve communication among each other and begin to clear up misunderstandings and misperceptions that can be precipitated when people do not realize what factors make up anothers' point of view.

Is it possible to teach "point of view"? Probably not, but it is possible to provide experiences that sensitize teachers, students, and parents to reach awareness of their own style and that of others. The first workshop on style was designed with this goal in mind. Staff did increase their understanding of style, point of view, and causes of misperceptions about other peoples motives. Staff learned that many times they take other people's comments too seriously, often forgetting to consider the other persons

viewpoint. The Personal Profile System by Performax was a good tool to encourage sharing and conversation. It takes only seven minutes to administer and the participants score their own profiles. This system promotes openness, sharing and cooperation among the group. The staff learned the style vocabulary associated with the Personal Profile System. This system divides behavioral needs into four dimensions. The terms learned by the staff were D, Dominance; I, Influencing; S, Steadiness; and C, Compliance. The staff retook the style survey as shown in Appendix A during the final evaluation session. Staff displayed evidence of increased understanding of style by answering items 1,3,4,5,6,8 and 10 with yes responses 100% for six staff members. The first time the staff took the survey only some correct answers were given on most questions. During the final evaluation period a workshop helpfulness scale was completed. Example below:

Least (Helpful) Most

0 1 2 3 4 5 6 7 8

Workshop number one on behavioral style received a rating of eight on the scale from all staff.

This section of the project was well received. One teacher summed up the group feeling by stating, "I feel exposure to this information was a helpful experience, and I

shall continue to review and expand my awareness of learning and personal styles in and out of the classroom."

In the course of the problem solving scheme teachers were to think about hemisphere dominance as defined and screened by Clair Cherry (1989). They were also asked to take a look at modality, or the sense avenue for learning used most predominately by each child. Staff members were also to guess the behavioral styles of their students as defined for them, D,I,S, or C. (Appendix F p.64). Staff members experienced a degree of success when attempting to guess children's DISC styles. Most staff members guessed a part of the child's style as shown in Appendix F. However, because there is a possibility for style blends, total guessing was not possible.

On the helpfulness scale the workshop on modality and hemisphere dominance was rated with a balanced distribution range four through seven.

The design called for using learning style knowledge to plan for students by improving lesson plan statements. Lesson plans were expanded to include style information and more in-depth planning. (Appendix D p.50) This part of the design called for an updated referral form, this can be seen in Appendix C on page 46. Style vocabulary was added to this form, but usefulness can not be evaluated at this time because the school year is ending and the form is not needed now. It

was decided by the group that if a child needed specific help with a learning problem or disability, that child would be referred to an outside professional. The improved referral process and knowledge of learning/behavioral styles will be of value in making this determination. It should be noted that diagnosis of learning problems was of interest to the group and could be the topic of future inservice projects.

The plan called for increased awareness of discipline and an understanding of procedures used in the classroom. A discipline frequency checklist was devised by the writer. This checklist is just a guide and by no means a professional experimental tool. The writer did not define the items. The writer was the only one conducting the frequency, so it is entirely the writer's professional judgement used to determine the observation of each point on the checklist. However, staff did see the checklist and understood the items in a similar manner to the writer as evidenced by verbal comments.

On the before and after frequency checklists there are a few observations of interest. (Appendix B p.39) Praising was used more in the before sample and encouraging (Praise, but no value judgement) was used more in the after sample. The three highest rated categories remained essentially the same for the three and four year classes. The three highest categories for the five year class were praise, encouragement,

and redirection in the first sample and encouragement, feedback and appropriate responsibility in the after sample. Modification of adult behavior was noticed in the four year class and the five year class. The most noticeable difference in the samples would be the shift from praise to encouragement at every age level. The helpfulness rating for this workshop was a range of five through seven. One staff member commented, "I felt that the handouts about how to work with and discipline children were informative and helpful for me in my work at nursery school."

The practicum plan included the idea of a new checklist of student skills and developmental accomplishments. A workshop was conducted on parents, parenting styles and improved communication with parents. However, the staff decided a "new" checklist was not needed, rather an addendum was desired. The addendum included information on style. (Appendix E p.59) The staff did not feel ready to share the style information with parents at this time. The writer scheduled parent meetings and informed parents of profile results and obtained feedback from the parents. The parental feedback was very positive. All parents said they valued the information about their children and would be interested in obtaining more information about their own style.

The helpfulness scale for this workshop was a range of five through seven. Parent responses to this proposed increased area of communication was positive.

The overall usefulness of the workshops presented was rated high on the scale. The verbal feedback was positive as were written comments. Improved communication among staff members was and is noticed daily by observation.

Conclusions

The authors' training and experience in using the DISC behavioral style profiles was one consideration in choosing this tool. (Appendix H p.71) Another reason was because the Child's Profile can be administered to young children. The profile was used with children 3.10 through 5.7 years of age. All children understood the directions and completed the profile in a range of ten to twenty-five minutes. The profiles were given individually. Notes were kept on each child by the writer to help in interpreting results for parents. (Appendix I p.73) The reports to parents provided positive feedback in all but two cases. Most parents said "Yes, this seems to describe my child." Only two cases felt the descriptions were mostly like their child.

The staff gained a lot of insight during the behavioral style workshop. This presentation was rated highest by the

staff. The positive reaction to the style information by this group of peers was most encouraging to the author.

During the style workshop other ways of determining styles were discussed. These alternative methods are mostly observational in nature. The staff has a way to decide style in most cases without requiring a profile. However, it is felt by the writer that there will still be times when a more formal profile is necessary, just as more formal speech, hearing, sight or health screening is sometimes required. When this situation is noticed the Child's Profile by Performax would be a good tool.

Sensitivity to learning styles definitely was a result of this project. An interest in the material was acquired by staff. The staff see the benefits and they are willing to continue implementing this information when planning, teaching, and interacting with parents.

The workshop on modality and hemisphere dominance was a good overview for staff. However, staff felt this information was not as helpful as the other workshops. The writer would suggest deleting this workshop from this series. Modality and hemisphere dominance would make a good series alone. More time could be devoted to the subject and more experiences relating to the subject could be planned. However, this information was important to the planning and changing of this

nursery schools forms. The writer feels this information is important in understanding the "whole child".

Staff felt the lesson plan information was interesting. They all felt they wanted to keep their own way of doing daily lesson plans. The staff did like the concept or theme plan for major planning, example, Spring. The staff would get together and brainstorm the concept plan. Staff would then use the concept plan and develop a daily lesson plan pertinent to their age level. In this situation this seemed to be a reasonable solution that satisfied the groups needs.

The information presented to staff on discipline was well received. The data on praise vs encouragement had the highest degree of impact. From the discipline frequency checklist encouragement is now more likely to occur than praise. One teacher stated, "I have used the suggestion which tells us not to always say how we feel about something a child did, but ask the child how he/she feels about it." This change was observable in the classroom by the writer. Staff now tries to consider style when planning environments and in their response techniques. This will be an ongoing process because changing behaviors, while possible, takes time.

It was found that parents have a real need and desire to improve their communication skills with and their understanding of their children.

Recommendations

In the search of the literature only three references were found dealing with practical application of style material, (Cherry, 1989; Martin, 1987; and Lee, 1985). Martin and Lee said this material was suitable for use at the college level. College was not a possibility so the workshop design was utilized. As a result of the information gained from this workshop series, should style remain a part of this preschool's planning, teaching, and communicating? YES. Other preschools and providers of care for young children that want to improve their understanding of students, provide better communication to parents, and increase staff interaction and understanding of each other should try a workshop series on style, too.

Next year the lesson plan brainstorming, the amended parent checklist, the revised referral form, and the use of the Child's Profile (as indicated) will all be used at the writer's preschool. The teachers' inservice at the beginning of the school year will feature a review of style using a video tape to review the information on behavioral style. (Alessandra and Cathcart, 1989) This decision was a result of the positive feedback from workshop number one.

The writer will be sharing the information in the workshops by offering to present them at local professional

workshop presentations. Consulting for preschool programs is being considered. Parents are asking for presentations. During May groups will be contacted and the style workshops for parents will begin! The enthusiasm of the parents for this type of information during the parent presentations was a major factor in this decision.

A suggestion for a future project would be the development of programs on style aimed at the educational audience with specific terms and interpretations just for the teaching profession. This material could include video materials as well, with examples of teaching style, students learning styles illustrated, etc. More detail could be provided on matching teaching styles to learning styles.

This material on style is exciting and provides some important understandings for the preschools of the 90's as they are challenged by an ever more complicated society. The more we know and understand about one another and our various points of view the easier it will be to help children appreciate these concepts which are the keystones for building a better tomorrow.

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APPENDIX A

STAFF SURVEY ON LEARNING STYLES

1. Behavioral styles are a new concept. Yes No Don't Know
2. Who first outlined the behavioral style idea? _____
3. Understanding your style can help you understand others?

   Yes No Don't Know
4. Understanding style can help improve communication?

   Yes No Don't Know
5. People are locked into their style? Yes No Don't Know
6. Heredity plays a part in the style people adopt.

   Yes No Don't Know
7. What is modality?
8. Can your style affect your relationships? Yes No Don't Know
9. Are behavioral styles and learning styles the same?

   Yes No Don't Know
10. Does behavioral style influence parenting? Yes No Don't Know

APPENDIX B

Tabulation of three twenty minute observations during free play.

DISCIPLINE FREQUENCY CHART

Three year olds Types of Discipline:	Number of times observed in 20 minute observation period:
1. distraction	xxxxxx
2. holding	x x
3. scolding	x
4. redirection	x x x x x x x x
5. time out	
6. bribing with a reward	x
7. worker meets child's needs	x x x x x x x
8. " est. appropriate expectation	x x x x
9. encourages	x x x x x x x x x x 10
10. praises	x x x x x x x x x x x x 12
11. ignores	x x
12. feedback	x x x x x x x x x x x x x x x 15
13. reflecting	x x x x x x
14. adult modify's behavior	
15. child given appropriate responsibility	x x x x x

These frequencies recorded before implementation.

Tabulation of three twenty minute observations during free play.

DISCIPLINE FREQUENCY CHART

Four year olds Types of Discipline:	Number of times observed in 20 minute observation period:	
1. distraction	x x x x	
2. holding		
3. scolding		
4. redirection	x x x x x x	
5. time out		
6. bribing with a reward		
7. worker meets child's needs	x x x x	
8. " est. appropriate expectation	x x x x x x	6
9. encourages	x x x x x	
10. praises	x x x x x x x	7
11. ignores	x x x x	
12. feedback	x x x x x x x x x x x x x x x x x x	17
13. reflecting	x x x x x x	
14. adult modify's behavior		
15. child given appropriate responsibility	x x x	

These frequencies recorded before implementation.

Tabulation of three twenty minute observations during free play.

DISCIPLINE FREQUENCY CHART

Five year olds

Types of Discipline:	Number of times observed in 20 minute observation period:
1. distraction	
2. holding	
3. scolding	x x x x
4. redirection	x x x x x x x x x x x x 11
5. time out	
6. bribing with a reward	x x
7. worker meets child's needs	x x x x
8. " est. appropriate expectation	x x x
9. encourages	x x x x x x x x x x x x x 13
10. praises	x x x x x x x x x x x x x x x x x x x 19
11. ignores	x
12. feedback	x x x x x x x
13. reflecting	x
14. adult modify's behavior	
15. child given appropriate responsibility	x x x x x

These frequencies recorded before implementation.

DISCIPLINE FREQUENCY CHART

Three year olds. Types of discipline:	Number of times observed in 20 minute observation period:	
1. distraction	X X	
2. holding	X	
3. scolding	X X X	
4. redirection	XXXXXXXXXXXXXXXXXX	
5. time out		
6. bribing with a reward		
7. worker meets child's needs	X X X X X X X X X X	
8. " est. appropriate expectation	X X X X X X X X	
9. encourages	XXXXXXXXXXXXXXXXXXXXX	22
10. praises	XXXXXXXXXXXXXXXXXX	19
11. ignores		
12. feedback	XXXXXXXXXXXXXXXXXXXXXXX	24
13. reflecting	X X X X X X X	
14. adult modify's behavior	X X	
15. child given appropriate responsibility	X X X X X X	

Tabulation of three twenty minute periods of observation during freeplay at the end of the ten week implementation period.

DISCIPLINE FREQUENCY CHART

Four year olds

Types of Discipline:	Number of times observed in 20 minute observation period:	
1. distraction	X	
2. holding		
3. scolding	X	
4. redirection	X X X X X X X X X X	
5. time out		
6. bribing with a reward		
7. worker meets child's needs	X X X X X X X X X	
8. " est. appropriate expectation	XXXXXXXXXXXX	12
9. encourages	XXXXXXXXXXXXX	13
10. praises	X X X X	
11. ignores	X X	
12. feedback	XXXXXXXXXXXXXXXXXXXX	20
13. reflecting	X X X X	
14. adult modify's behavior	X	
15. child given appropriate responsibility	X X X X X X	

Tabulation of three twenty minute periods of observation during freeplay at the end of the ten week implementation period.

DISCIPLINE FREQUENCY CHART

Five year olds Types of Discipline:	Number of times observed in 20 minute observation period:
1. distraction	
2. holding	
3. scolding	
4. redirection	
5. time out	
6. bribing with a reward	
7. worker meets child's needs	X X X X X X X
8. " est. appropriate expectation	X X X
9. encourages	XXXXXXXXXXXXXXXXXX 18
10. praises	XXXXXXXXXXXX
11. ignores	X X
12. feedback	XXXXXXXXXXXXX 13
13. reflecting	X X X X X X X X X
14. adult modify's behavior	X X X
15. child given appropriate responsibility	XXXXXXXXXXXXX 13

Tabulation of three twenty minute periods of observation at the end of the ten week period of implementation.

APPENDIX C

SAMPLE

Referral form used before implementation.

STUDENT PEFERRAL

Name: Age:

Address:

Date:

Teacher:

Concern:

STUDENT PEFERRAL

Name: Age:

Address:

Date:

Teacher:

Concern:

STUDENT PEFERRAL

Name: Age:

Address:

Date:

Teacher:

Concern:

Referral form designed during implementation/

STUDENT REFERRAL

Today's Date:

Teacher:

Name of Child:

Birthdate: Age:

Concern:

Hemisphere Dominance:

Behavioral Profile Results:

Other Tools used for Evaluation:

Evaluation team decision:**

Handle at school - Call on other Professional

Why - Who -

How - When -

Outcome:

**Evaluation team: Teacher, Director, Board Member.

Referral Sheet Student "Concern" Summary

Four Year Old Class

Concern #1 - Student has possible processing problem and displays classroom agression.

Concern #2 - Student has retention difficulty.

Concern #3 - Suspected immaturity.

Concern #4 - Student has inability to carry out simple commands.

Concern #5 - Student has fine motor problems.

Three Year Old Class

Concern #1 - Student is implusive and distractible.

Concern #2 - Speech problems and delay of fine motor skills.

Concern #3 - Student exhibits lack of attention, mood swings and unpredictable behavior.

Concern #4 - Student is immature, socially inept, and at nearly four years of age still wears diaper.

Concern #5 - Student has verbal and social immaturity.

Five Year Old Class

Concern #1 - Child fidgits, pushes, talks out, displays nervousness. Not able to calm himself. Worried about possible attending disorder.

Concern #2 - Child wants to always be right. Nervous in task completion skills.

Concern #3 - This child cannot sit still. Attends for one minute or less.

Concern #4 - This child has problems joining in with other students.

Concern #5 - This child pulls away from the group and exhibits very stubborn behavior at times.

APPENDIX D

Three Year Old Class Before Implementation

Monday & Tuesday January 7 & 8

THEME: Blue

TIME	ACTIVITY (Purpose - Objective)	MATERIALS
9:00-9:50	Freetime Marble Painting by invitation	
9:50-10:05	Rug Time - Jobs: Calendar, weather, Teach snowman song & fingerplay	
10:05-10:15	Circle time - Introduce the color blue using poster.	
10:15-10:30	Record games - try Tiger Hunt Bert & Ernie, Everybody Wash	
10:30-10:45	Bathroom break & Snack	
10:45-11:05	Big Toys	
11:05-11-15	Name Game - to learn classmates names	
11:15-11:25	Read Story	
11:30 -	Send home treasure ticket: something new. Dismiss.	

Monday & Tuesday October 1 & 2

THEME: Signs of Fall

9:00-10:00	Free Play Make leaf prints/mount on green paper	
10:00-10:20	Rug Time - Jobs: Calendar, weather, Introduce Leaf fingerplay	
10:20-10:35	Bathroom break & snack	
10:35-10:40	Rest Time	
10-40-11:05	Big Toys or Outside	
11:05-11:15	Peter Panda - Introduce him Bag with signs of fall: leaf, acorn, football	
11:15-11:25	Play: Let' Fretend Apple seed - tree Leaf falling Squirrels with acorns Football players	

Four Year Old Class Before Implementation

October 1 & 2

PURPOSE: Introduction to Pond Life / Fall

TIME TABLE	ACTIVITY	SUPPLIES
9-9:45	Freeplay	Work on Color Book
9:45-10:00	Clean up	Finish Book
10:00-10:15	Rugtime	"All For Fall"
10:15-10:30	Bathroom/Snack	
10:30-10:45	Art	Leaf Rubbing
10:45-11:10	Outdoors	
11:30 -	Dismiss	

January 7 & 8
PURPOSE: Winter

9-9:45	Freetime	Worksheet
9:45-10-00	Clean up	
10:00-10:15	Calendar, weather	
10:15-10:30	Story & winter discussion	
10:30-11:00	Bathroom/Snack/	
11:11:30	"Favorite Things" Special Sharing	
11:30	Dismiss	

Five Year Old Class Before Implementation

October 23-25

THEME: Gg - Goose, Blue/rectangle; #'s 6-10

ACTIVITIES	TUESDAY	WEDNESDAY	THURSDAY
Circle 12:30-1:00	½ Music games ½ Circle Review alphabet Shape: rectangle	Color: blue 3's 6-10	
Outside 1:00-1:30			
Centers 1:30-2:30			
Blocks	Matchbox cars	Mat & Fisher Price Airport	
Housekeeping	Dress-Ups	Trick or Treat	
Science/Math	#Bingo	Check Counting	
Language	One on One Listening		
Art	Shape Train	Cut n Paste	Color the rectangle blue
Tables	# puzzles & games		
Snack 2:30-2:45	Popcorn		
Story/Record Game/Drama 2:45-3:00	Farmer in the Dell	Duck/Duck/Goose	
3:00	Dismissal		

SAMPLE PLANS USED DURING IMPLEMENTATION

These plans include sensory motor and social interaction sections. These plans are theme plans, the daily plans are developed from these theme plans.

Class: 3 - 4 year olds

Theme: How Things Change

Materials: seeds, soil, milk cartons, ice cubes, frog picture, sugar, bread, eggs, butter, egg carton (styrofoam), food color, construction paper, white crayons, water colors.

Language Development: Children will tell and act out being a growing seed. Children will describe the life cylcle of a frog.

Science: Children will describe the life cycle of a frog.

Children will plant, water and watch seeds grow.

Children will understand that heat changes things.

Math: Children will name the four parts of a frogs life cycle.

Art: Children will make different colors by mixing blue, yellow, and red colored water.

Children will make "magic pictures" by crayoning on paper and painting on top to see the picture.

Sensory Motor: Children will taste eggs, toast after heat changes them.

Children will feel and see ice melting.

Children will watch sugar disappear in water.

Social Interactions: Children will cooperate with each other when making eggs.

Children will take turns mixing the eggs and planting seeds.

Children will take turns making art pictures.

Class: 4 - 5 year olds

Theme: Special Needs

Materials: Table jobs (puzzles, peg board), coloring books of special needs children, pictures of frogs, kangaroos, etc. crayons, pencils, watch (to time hops), stickers (to record the number of hops for each child).

Social Studies: Special needs of famous people, ex.: FDR, Helen Keller, etc.

Service project (helping our fellow man by hopping for Easter Seal.)

Language Development: Expression of ideas during special needs discussion.

Discussion of hopping animals.

Thought process and decision of art picture as children decide which picture to color. They must voice their choice.

Science: Things that hop.

Children will learn of the special needs of others.

Math: Children will note things with two arms and two legs.

Children will experience "how many" as they hop and hop.

Children will count hops as far as they can.

Music: Music class with music teacher.* See special music plan.*

Review of songs of the year.

Art: Coloring of pictures, kangaroo, frog, rabbit.

Social Interaction: Discussion of special needs people. Children will begin to understand this concept.

Children will cooperate and turn take during discussions.

Sensory Motor: Children will experience sunshine during outdoor play, hopefully.

Children will experience the feel of crutches exercise ball, and wheel chair.

Class: 5 - 6 year olds.

Theme: Spring

Materials: Book, Over in the Meadow/record, Scholastic "Let's Find Out" (Spring unit), record player, construction paper, material for kite tails, string, folded booklets 8 pages each, cutouts of sun, flowers, etc., potting soil, seeds, cups for planting.

Language Development: Children will experience oral language as they hear a story, learn a finger play, and talk about spring.

Children will experience shape, color, sizes, as they plant seeds, make a counting book.

Science: Children will begin to understand: That wind is moving air. That what plants need to grow is soil, water, and sun.

Math: The children will count object cutouts and paste the correct number in the number book.

The children will notice size, color, shape on the Signs of Spring table.

Art: Children will think about design as they make a bird and a kite.

Children will notice shape and colors.

Social Studies: Children will begin to work together as they:
make a Spring display,
fly kites,
plant seeds,
and take a walk.

Sensory Motor Experiences: Children will experience smell, touch, sight as they plant.

Children will experience all senses as they take a spring walk.

Children will experience all senses as they fly a kite.

Children will experience tactile as they touch the sandpaper alphabet letters.

5 - 6 year olds condt.

Sensory Motor Experiences: Children will experience auditory memory as they learn the bluebird finger play.

Children will experience touch as they feel soft chicks, hard seeds, silky flowers, and bumpy kite tails.

Social Interactions: Katie needs help with support and confidence.

Separate Bill and Andy.

Help Jim and Aaron work together.

Draw Jeff out to participate with the group more fully.**

**Names changed.

Class: Music and sound experience.
All ages, 3 - 6.

Concept: Spring (flowers & leaves)

Materials: bulletin board with spring scene, real flowers and leaves, twigs, buds, musical instruments - triangles, bells, cymbals, tin pie pans, eggbeater, piano.

Objective: The theme of the lesson revolves around developing awareness of the multitude of flowers and leaves as they appear and unfold in the Spring season.

As the children enter the class room they sit on a rug facing the bulletin board. On the board are cut out representations of trees, grass, flowers, birds, animals, and blue sky cut from heavy paper, cloth and felt. The flowers have paper petals that open and close. The children are allowed to touch and feel the objects on the board.

The children sing "Open Little Flower". They use hand and body motions to represent the opening flower. Real flowers twigs, buds, etc. are passed around for looking, touching and smelling.

The children will play several different kinds of rhythm instruments. They will represent the rain that falls and is needed to grow many plants and their leaves and flowers. Using the piano, the music starts softly and slowly, then becomes louder as the rain falls more heavily.

At the end of the lesson, the children join hands to form a circle. With hands joined, they close in together in the middle of the rug, forming a tight "flower bud". They "open the flower" very slowly, as a slowly ascending arpeggio is played on the piano, until the circle is expanded to its farthest limits. The children learn more about the opening flowers by becoming one themselves using their whole body and cooperating with peers.

APPENDIX E

ADDENDUM to Developmental checklists

Learning styles* your child has been observed to use:

Hemisphere dominance R L

Modality preference

This child exhibits: (Teacher would define and list)
Example:

dominance qualities

inspiring qualities

loyality qualities

submissive qualities

A good environment would consist of:
(Teacher defines ideas:)

Parent feedback and ideas:

*Where indicated a Child's Profile would be administered with parental permission. In those cases the actual profile results would be shared with the parents.

TWO-DAY CLASS 3 & 4 Year Olds
Evaluation Guide

Student _____

PHYSICAL GROWTH — COMMENTS

_____Swings arms in circle
_____Stands on one leg
_____Hops on one foot
_____Locates parts of body
_____Walks on tiptoes
_____Throws &catches a bean bag
_____Catches a rolled ball
_____Keeps fingers and materials out of mouth
_____Large motor skills--climbing, hopping
_____Fine motor skills--holds crayon & pencil correctly
_____Fine motor skills--holds scissors correctly
_____Fine motor skills--cuts across paper with scissors

EMOTIONAL DEVELOPMENT

_____Adjusts to change in routine
_____Is cheerful and happy
_____Shows self-confidence
_____Claims only his/her share of attention
_____Accepts a certain amount of correction/failure
_____Feels comfortable with others
_____Gets along and plays well with others
_____Shares and takes turns in play and games
_____Is considerate of and helpful to others
_____Is co-operative
_____Takes care of own things, puts toys and materials away
_____Respects others property
_____Enjoys group activities
_____Prefers individual activities
_____Prefers activities with a particular person
_____Relates well to peers
_____Relates well to adults

EVALUATION KEY

4 - complete performance of skill or behavior
3 - adequate performance of skill or behavior
2 - beginning to perform skill or behavior
NA - not applicable

CONCEPTUAL SKILLS

COMMENTS

_____Participates willingly in songs/games

_____Speaks clearly and plainly

_____Listens without interruption

_____Follows directions

_____Attention span (for age)

_____Does own work without constant attention and help

_____Knows colors - red, blue, green, yellow, purple, orange

_____Knows shapes - circle, square, rectangle, triangle

_____Knows numerals 1 to 5

_____Counts to 10

_____Recognizes own name

_____Position concepts _ in front of, in back of, above (over), up, down, beside

HOME/SCHOOL

What do you see as your child's reaction to school?

Does your child talk about the events of the day? Classmates?

Does anything bother your child about school?

EVALUATION KEY

4 - complete performance of skill or behavior
3 - adequate performance of skill or behavior
2 - beginning to perform skill or behavior
NA - not applicable

OTHER COMMENTS

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STUDENT_____

Key for evaluating your child's progress:

- indicates satisfactory progress

X - indicates need for improvement and more instruction

NA - indicates this area has not been covered by your child

CREATIVE ACTIVITIES

Participates willingly:

_____ Arts and crafts

_____ Music with Miss Warnke

_____ Songs in classroom

_____ Fingerplays and games

_____ "Housercise" program and record games

PHYSICAL DEVELOPMENT

_____ Appears physically fit

_____ Good bathroom habits

_____ Keeps fingers out of mouth

Large Motor Skills:

_____ Can walk in straight line

_____ Can hop on one foot

_____ Can jump on both feet

_____ Can walk on wide balance beam

_____ Can walk on narrow balance beam

_____ Can throw objects with some accuracy

_____ Alternates feet on stairs

_____ Can skip

_____ Can put on jacket

_____ Can march

Small Motor Skills:

_____ Can use scissors

_____ Can print name

_____ Can use crayons within lines

_____ Can paste neatly

_____ Can zipper

_____ Can button

_____ Can tie shoes

_____ Can buckle

_____ Can snap

_____ Can do 8 to 10 piece puzzles

EMOTIONAL & SOCIAL DEVELOPMENT ***

_____ Is cheerful & happy
_____ Adjusts to change in routine
_____ Shows self-confidence
_____ Claims only his/her share of attention
_____ Accepts a certain amount of correction or failure
_____ Keeps hands to himself/herself
_____ Can solve simple problems
_____ Relaxes quietly without disturbing others
_____ Works & plays well with others
_____ Respects others' property
_____ Listens without interruption
_____ Uses freetime constructively
_____ Shares & takes turns during play
_____ Is helpful & considerate of others
_____ Puts toys & materials away properly
_____ Is cooperative

WORK SKILLS DEVELOPMENT

_____ Speaks clearly & distinctly
_____ Follows directions
_____ Participates willingly
_____ Listens attentively
_____ Has adequate attention span
_____ Works independently
_____ Shows interest in books, films, etc.
_____ Recognizes colors-red, blue, green, yellow, purple, orange, black, brown, white, pink & gray
_____ Knows address
_____ Knows telephone number
_____ Knows birthdate
_____ Counts to 10
_____ Recognizes 0 to 10
_____ Recognizes shapes- circle, square, triangle & rectangle
_____ Recites alphabet
_____ Recognizes name
_____ Reproduces name

COMMENTS:

Five Year Olds

STEPPING STONES
Inventory of Development NAME_____

GROSS MOTOR SKILLS (use of large muscles)
_____Hops on two feet
_____Hops on one foot
_____ Pedals a tricycle
_____Walks backward
_____Walks downstairs alternating feet
_____Skips
_____Balances on wide beam _____Balances on narrow beam
_____Jumps consecutively
_____Catches ball (hands/body) (hands)
_____Tiptoes

FINE MOTOR SKILLS (use of small muscles)
Self-Help:

_____Unbuttons
_____Unzips
_____Buttons
_____Zips
_____Laces shoes
_____Ties Shoes

_____Buckle
_____Unbuckle
_____Snap

_____Cuts a triangle
_____Cuts a circle
_____Copies a o
_____Copies a □
_____Copies a ◊
_____Copies a +
_____Copies a △
_____Copies a ⚠
_____Holds pencil (not fisted)
_____Builds a tower of 10 blocks
_____Completes a 3 - 5 piece puzzle
_____Completes a puzzle with 10 or more pieces
_____Traces vertical lines
_____Traces horizontal lines
_____Prints first name
_____Prints letters and numbers

LANGUAGE SKILLS
_____Identifies pictures of objects
_____Identifies body parts
_____Gives first & last name
_____Gives address
_____Gives phone #
_____Follows 1 part direction / 2 part direction
_____Expresses wants and needs
_____delivers 1 part message / 2 part message
_____Average length of sentences 3 wds., 4 wds., 5 wds., more.
_____Responds and makes social greetings
_____States age & sex
_____States birthdate

READINESS SKILLS (Cognitive)

_____Match colors/Name colors
_____Match shapes/Names shapes
_____Sorts color/shape/size
_____#Concepts just one/one more
_____Rote counts to _____
_____Understands one-to-one correspondence

Demonstrates:
Understanding of quantitative concepts:
_____big/little
_____tall/short
_____slow/fast
_____few/many
_____empty/full
_____less/more

Demonstrates:
Understanding of positional/directional concepts:
_____up/down
_____left/right
_____in/out
_____top/bottom
_____stop/go
_____off/on
_____closed/open
_____ next to
_____beneath
_____above
_____below
_____Gives accurate weather report
_____Recites alphabet
_____Matches upper/lower case letters
_____Names upper/lower case letters

ORGANIZATIONAL/SOCIAL SKILLS
_____Listens well
_____Follows directions
_____Understands daily routine
_____Plays well alone
_____Plays well with others
_____Shares
_____Takes turns
_____Demonstrates normal activity level
_____Enjoys group activities
_____Is able to wait for short periods
_____Generally pleasant & cheerful
_____Is/is not frustrated easily
_____Is pleased with success
_____Expresses likes and dislikes
_____Relaxes quietly without disturbing others

KEY:

5 - Complete performance of skill
4 - Adequate performance of skill
3 - Beginning to perform skill

NA - Not applicable

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APPENDIX F

Brief Discussion of Child's Profile

The Child's Profile (Downey, 1983) provides a graph titled "Expected of Me". This graph depicts what the child thinks is expected of him by others. The Child's Profile also provides a graph title "This Is Me". This graph shows how the child sees himself. The graphs show one or more of the behavioral styles (D, I, S, or C) as high points. These highpoints are circled to show the letter or letters used to pinpoint a child's behavioral style using the Child's Profile instrument. The D is a driver, get things done person. The I is a talker, influencer person. The S is a relating, steady person. The C is analytical or a thinker type person. All of these styles thrive with a special environment and have certain needs to be at their performing best.

In responding to the instrument the child is presented with a booklet containing twenty-four sets of picture choices. The child is asked to pick one picture in each set that a person close to him (either Mom or Dad) thinks is MOST like him and then to pick a second picture in the same set that Mom thinks is LEAST like him. Example:

LEAST MOST

This process is followed for each of the twenty-four picture sets.

The following chart shows style guesses by the teachers and then actual graph outcomes for the students in the sample.

Teacher's guess the style of children as per Appendix C.

WORKSHOP #1 ACTION STEP:	GUESS STYLE	STYLE AS PER PROFILE
FOUR YEAR OLD CLASS		
CONCERN #1	I	EX:* ISC ME:* C
CONCERN #2	S	EX: SI ME: C
CONCERN #3	I	EX: DC ME: S
CONCERN #4	I	EX: SI ME: CS
CONCERN #5	IS	EX: I ME: ID
THREE YEAR OLD CLASS		
CONCERN #1	S	EX: IS ME: C
CONCERN #2	S	EX: SC ME: S
CONCERN #3	I	EX: S ME: C
CONCERN #4	C	EX: I ME: ISC
CONCERN #5	D	EX: I ME: ISC
FIVE YEAR OLD CLASS		
CONCERN #1	I	EX: I ME: C
CONCERN #2	S	EX: SC ME: SC
CONCERN #3	I	EX: LOW C ME: S
CONCERN #4	I	EX: I ME: LOW C
CONCERN #5	S	EX: IS ME: ISC

* EX: = "Is Expected of Me"

* ME: = "This Is Me"

APPENDIX G

SAMPLE

Workshop Information Helpfulness Scale:

Workshop #4 Parents

Least 0 1 2 3 4 5 6 7 8 Most

Workshop #3 Discipline

Least 0 1 2 3 4 5 6 7 8 Most

Workshop #2 Modality/Hemisphere Dominance

Least 0 1 2 3 4 5 6 7 8 Most

Workshop #1 Behavioral Style

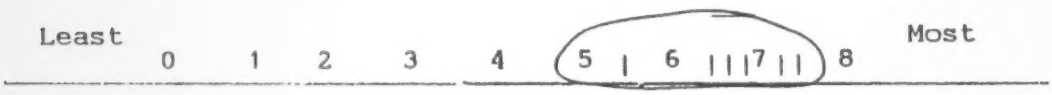
Least 0 1 2 3 4 5 6 7 8 Most

COMMENTS:

Tally of responses from final evaluation session.

Workshop Information Helpfulness Scale:

Workshop #4 Parents



Workshop #3 Discipline

Workshop #2 Modality/Hemisphere Dominance

Workshop #1 Behavioral Style

COMMENTS:

APPENDIX H

The Institute for Motivational Living

Sanford G. Kulkin
Director

March 28, 1991

To Whom It May Concern:

S. Jane Owens has successfully completed the Behavioral Analysis Training Program provided by the Institute for Motivational Living on December 12, 1990.

This program consists of the equivalent of fifteen classroom hours of instruction in the administration, interpretation, and use of results from the Personal Profile System designed by Dr. John Geier of Performax Systems International.

The participant experienced hands on use of the instruments, their analysis and application for successful human relationships.

Skills gained through this training are the ability to identify how and why people make decisions and process certain types of information; how to understand and resolve personal conflict; how to identify and understand individual motivational needs; how to react objectively to conflict; how to identify the strengths and weaknesses of various personality styles; and how to effectively match individuals to create the most productive working relationship.

The participant was trained to use an instrument that is self-administering, self-scoring and test proven reliable to a 90-95% accuracy rate. It is faster and easier to use than the Taylor-Johnson or Myers-Briggs instruments.

The above named participant proved their proficiency at the training and is a Certified Behavioral Analyst as a result of the training experience.

Sincerely,

Roger Aiello, M.S.Ed.
Associate

RA:jaa

P.O. BOX 925 * NEW CASTLE, PA 16103 * (412) 658-4361

APPENDIX I

SAMPLE DIARY PAGE KEPT ON CHILDREN PROFILED

BOY (concern #1, 3 year class) 4 years 5 months

Results:	Expected of Me	I/S	Counselor
	This Is Me	C	Practitioner

(Possible ADD/ADHD child)

Cooperative during the testing; got tired; took a break half way through. Discussed the figures and talked about why they were or were not like him. This boy figured out the marking pattern after the first few items.

Parent Comments: Mom does not feel he is quiet or introverted. He has been throwing fits and temper tantrums lately.

BOY (Concern # 4, 4 year class) 4 years 8 months

Results:	Expected of Me	S/I	Agent
	This Is Me	C/S	Perfectionist

This boy was cooperative, but it was difficult to keep him focused on the task at hand. He had a story to tell between each item! He also needed a break about half way through the screening.

Parent Comments: Yes, they see their child. They are having trouble with this boy at home. They say he can be uncontrollable at times. Other times he is okay. They have requested ideas to help them at home.